



University of **HUDDERSFIELD**

University of Huddersfield Repository

Reynolds, Cheryl

Suffering and symbolic violence in online social learning networks

Original Citation

Reynolds, Cheryl (2017) Suffering and symbolic violence in online social learning networks. In: 12th JNET Conference 2017, 7-9th July 2017, Worcester College, Oxford. (Unpublished)

This version is available at <http://eprints.hud.ac.uk/id/eprint/32463/>

The University Repository is a digital collection of the research output of the University, available on Open Access. Copyright and Moral Rights for the items on this site are retained by the individual author and/or other copyright owners. Users may access full items free of charge; copies of full text items generally can be reproduced, displayed or performed and given to third parties in any format or medium for personal research or study, educational or not-for-profit purposes without prior permission or charge, provided:

- The authors, title and full bibliographic details is credited in any copy;
- A hyperlink and/or URL is included for the original metadata page; and
- The content is not changed in any way.

For more information, including our policy and submission procedure, please contact the Repository Team at: E.mailbox@hud.ac.uk.

<http://eprints.hud.ac.uk/>

Suffering and symbolic violence in social learning networks

Cheryl Reynolds
University of Huddersfield

06:46 31%

yammer.com

Cheryl Reynolds

Update Poll Praise

What are you working on?

DISCOVERY ALL FOLLOWING

All Network

Cheryl Reynolds – October 2, 2015 at 1:45pm

I am currently devising the introduction to our Theories Module for this year's cohort. I've made some changes based on the research that many of you so kindly participated in last year. These endeavour to do a number of things:

1. To take more careful account of people's disposition towards online interaction from the outset by garnering more background on people's past educational experiences
2. To scaffold interaction a bit more, perhaps by trialling the use of Thinking Circles within [expand](#)

LIKE REPLY SHARE EDIT

...er like this

– October 10, 2015 at 4:54pm

Hope you've all had a good day on the first part of the module.

LIKE REPLY SHARE

– November 3, 2015 at 11:27am

1. To take more careful account of people's disposition towards online interaction from the outset by garnering more background on people's past educational experiences.

What do you mean exactly? Is that a little invasive? How does it help?

With regards to this: 3. To vindicate different modes of participation at the first day school by providing

Participant observation

Interview

Written reflections

- Not a neutral shift

Requires a critical perspective

Is this a rational, sustainable and
just way to deliver VET?

'imposition on subordinated groups
by the dominant class of an
ideology which legitimates and
naturalizes the status quo.'

suffering?

Not field structures

but language.

hiatus

“different definitions of the possible, the impossible
and the probable.”

–Myles, 2010

- inequalities persist
- novel mismatch of habitus and field
- disembodied
- panopticonised
- multiple points of departure persist
- text

alloboxia

resigned passivity

Jack: It's like a road. You can turn off when you like. You can build your own village at the end of the turning and get people to join you for a party.

Ava: It's like Spaghetti Junction. You just go round and round and you never know where you are.

Grace: It's like being stranded on the highest board at the swimming pool, with a queue of kids behind you, too scared to jump.

Jack: “Why post that?”

Ava: "It is proposed that there is a self-perpetuating circle where technology evolves as we use it which changes us, which then changes to adapt to our needs. Facebook would seem to be an excellent example of this supposition and while it was developed to facilitate the need for people to identify with each other feel less anonymous (sic) (Candy, 1924)."

Grace:

...

So..

- inequalities persist
- the shift online makes people vulnerable to symbolic violence in novel ways
- novel mismatch of habitus and field
- disembodied
- panopticonised

Conclusion

Central to this analysis is my use of Bourdieu's notion of a 'gap' or 'hiatus' effect that facilitates symbolic violence, from which I extrapolate to a notion of a digital hiatus. This is my own term, chosen in order to highlight the way in which students are more easily objectified and made vulnerable to symbolic violence when they are operating in the highly visible, text-based, disembodied online world.